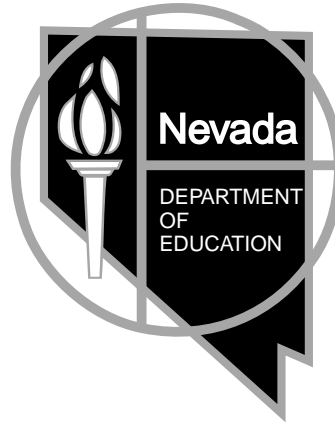


NEVADA

HIGH SCHOOL PROFICIENCY EXAMINATION



Test Administrator's Manual

HSPE Retest

2007-08

Supplement to Procedures for the Nevada Proficiency Examination Program

**For use with reference ONLY to the
Nevada High School Proficiency Examination (HSPE) Retest
in Mathematics and Reading**

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Office of Assessment, Program Accountability, and Curriculum
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Test Administrator's Checklist

Before Testing

- _____ Attend the test administration refresher training at your school and discuss any questions that you may have.
- _____ Read all directions for test administration in this manual and any additional handouts used in the test administration refresher training.
- _____ Know your district number and school number for accurate student demographic coding.
- _____ Remember you are responsible for certain student demographic coding after testing.
- _____ Obtain student rosters and sign-in sheets from your School Test Coordinator (STC). (Your STC must verify student grade prior to testing.)
- _____ Obtain any necessary accommodation information from the student's case manager or your School Test Coordinator.
- _____ Obtain all necessary materials for test administration.
- _____ **Be sure that students testing in multiple content areas use the same answer document for both the math *and* reading tests.**
- _____ Check Student ID against the class roster during student check-in and obtain student signatures.
- _____ If affixing Student Pre-ID Labels to answer documents, ensure that the correctly labeled answer document is given to each student.
- _____ Students may NOT bring electronic devices into the testing session and no personal belongings are allowed on the desk or table tops. Students must store backpacks/personal belongings in the rear of the testing room.

During Testing

- _____ Post a "Testing" sign on your classroom door.
- _____ Follow the script in this manual **verbatim**.
- _____ Provide accommodations as outlined in the students' IEP, LEP, or Section 504 Accommodations Plan.
- _____ Students who do **NOT** have an IEP, LEP, or Section 504 Accommodations Plan must test under **regular conditions** and may **NOT** use
 - calculators,
 - dictionaries, or
 - reference materials or other instructional aids.

- _____ Students must **NOT** be left unattended with test materials.
- _____ **Circulate throughout the room and actively monitor students during testing. Check to ensure that students are bubbling responses in the correct content area test section of the answer document. Check that students are not accessing personal materials during testing.**
- _____ Students may **NOT** receive assistance with test questions.
- _____ Test questions may **NOT** be translated into another language.
- _____ Provide additional time for testing for students working productively. Follow the school's plan for orderly transition from one testing situation to another.
- _____ Do **NOT** read, review, copy, reproduce, or take notes on test items. **Disclosure of test content is strictly prohibited by state law.**

After Testing

- _____ Check each test booklet for an answer document and scratch paper, remove from the test booklet, and sort accordingly.
- _____ Collect and log in all materials—test booklets (used and unused), scratch paper, pencils, etc. Students are to leave the room with only their personal belongings.
- _____ Ensure that the numbers of test booklets, answer documents, and scratch paper collected are identical to the quantities that were handed out prior to testing.
- _____ Follow your school's procedures for sorting test materials and return them to your School Test Coordinator.
- _____ **Report any testing irregularities immediately to your School Test Coordinator, Principal, or District Test Director.**

Test Administration Procedures and Security

Test Administrators involved in the administration of the High School Proficiency Examination (HSPE Retest) must be trained annually in the instructions regarding preparation for testing, handling of test materials, and test security.

Each Test Administrator must acknowledge in writing that he/she has read and understands all information provided by the Nevada Department of Education related to proper test administration and test security, and understands the potential consequences for failure to comply with the state and district test security plans.

Time Requirements

The HSPE Retest is intended to be a measure of student proficiency rather than speed. Students who are working productively must be given time to complete the test.

Each content area test has two parts. Most students should complete an individual part of the test in approximately 60 minutes; however, some students will need more time. To accommodate these students follow your school's plan for this situation.

Providing Additional Time

At the end of the scheduled testing session, classroom test administrators and/or proctors must collect all materials, ask students requiring more time to remain seated, and excuse students who have completed the test. Return materials to the remaining students and provide whatever time is necessary for each student to complete the test as long as he/she is working productively. Those students who remain, including students who test with accommodations, are not to be given a break to leave the room for any reason and must not be allowed to return at a later time to complete their tests.

If students who need more time must move to another location in the school, the school test coordinator must develop a procedure that maintains the security of the test materials, does not allow students to receive any assistance with the test, and does not provide an opportunity for student interaction.

Administration Procedures

Test Administrators should read and understand these administration procedures thoroughly before testing begins. The adherence to procedures will ensure uniformly favorable testing conditions.

Helping Students: The Test Administrator must maintain an impartial and professional attitude. Students are to receive no help during the administration of the test beyond making certain that they understand test directions. School officials/personnel who participate in any inappropriate assistance to students can face severe consequences including suspension or revocation of teaching licenses. (NRS 391.330)

Monitoring Students: Test Administrators must circulate throughout the testing room to make certain students are bubbling responses in the correct subject section of the answer document. Students must never be left alone with test materials.

Talking: Students are not allowed to discuss the test(s) with anyone.

Cheating: Any instances of cheating must be handled in a manner consistent with school district and school policies. Answer documents for students who cheat must be submitted as invalidated tests. All instances of cheating require submission of a *Report of Testing Irregularity* form.

Students Who Finish Early: Students may bring **books or other reading materials** to occupy their time if they finish early. These materials must be stored away from desks.

Security of Testing Materials: Test Administrators are responsible for collecting all test materials at the end of the testing period.

An Appropriate Testing Environment

Test Administrators are to create an appropriate testing environment for each student taking the test.

All students should have the opportunity to test under the same conditions.

Students may use **only** materials and/or supplies that are specified in this manual or provided with the test booklet for a **specific** test and grade level.

Students may not have access to personal materials while testing, and test administrators should arrange to have the permissible materials available for distribution to students prior to testing.

Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.

Prior to and during testing, the Test Administrator must follow the script provided in the test administrator's manual and cannot provide additional assistance or direct the students' attention to any materials in the room for the purpose of enhancing test performance.

Because testing environments can affect students' scores, the following procedures are provided for planning favorable testing environments:

Size of Testing Sessions: Smaller testing sessions (approximately 30 students) provide better test conditions.

The Room: A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating: Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually.

Materials on Walls: Place-value number lines, charts, or posters that provide specific factual information (e.g., multiplication charts, hundreds charts, fraction-decimal-percent equivalency charts) that could assist students in computation, answering questions regarding facts, or problem solving on the math sections of an assessment must be removed or covered with blank, opaque material.

Materials on Desks: Student desk/table tops must be cleared of any material not specified in this manual. Material that is affixed to desk tops must be covered with blank, opaque material.

Devices Not Allowed: Students are not to wear headphones, nor are they allowed to have pagers, cell phones, PDAs, calculators, or any other electronic device during testing.

Permissible Materials for Use by Students During Testing

Materials that are *required* for any questions will be provided. Additional *permissible* materials are listed below for students who are accustomed to using them for instruction. **BECAUSE STUDENTS MAY NOT HAVE ACCESS TO PERSONAL MATERIALS DURING TESTING**, test administrators should arrange to have these materials available for those students who desire to use them.

Reading Materials: Students may use blank lined or unlined scratch paper. No material may be pre-printed on the front or back of the scratch paper other than student identification information.

Students must use No. 2 pencils on their answer documents. Highlighters and colored pens or pencils are permitted for purposes of text marking. Blank post-it notes—free of text, numerals, graphics, or characters—are allowed.

Mathematics Materials: Scratch paper may **only** be plain unlined, lined, or grid-only (unlabeled) graphing paper. No other pre-printed material is permitted on the front or back except for student identification information.

Accommodations for Students with Special Needs

The Test Administrator, together with the School Test Coordinator, must ensure that all students with special needs receive appropriate accommodations.

Accommodations are available for students who have an IEP, are LEP, and those covered by a Section 504 Accommodations Plan. For information on testing students with special needs, please see *Procedures for the Nevada Proficiency Examination Program 2007–2008, Students with Special Needs*.

Testing Irregularities

Test Administrators should immediately report any testing irregularities to their School Test Coordinator. A testing irregularity is any occurrence that may influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- A student is observed cheating during the testing session
- A teacher or another adult provides improper assistance to student
- Testing accommodations specified in a student's IEP, LEP, or Section 504 Accommodations Plan, are not provided
- A student is provided an accommodation that is not specified in the student's IEP, LEP, or Section 504 Accommodations Plan
- An excessive disturbance or disruption occurs during the testing session
- A student's test booklet or used answer document is missing
- Unused/unassigned test booklet is missing

Invalidation of Test Scores

Failure to strictly adhere to consistent and uniform test administration procedures may result in the invalidation of student scores.

Students with invalidated scores resulting from a test administration or test security irregularity **will** be counted as participating in the assessment; however, they will be counted as non-proficient for AYP purposes.

To indicate that a student's test score is invalidated, fill in the **INV** bubble on the answer document.

ANSWER DOCUMENTS FOR ABSENT STUDENTS MUST NEVER BE INVALIDATED.

Handling of Test Materials

Test Administrators must "sign out" and "sign in" each test booklet issued and returned on each day of test administration. A *School Security Checklist* has been provided to assist in this process. The School Test Coordinator will provide you with the following testing materials:

- This *Test Administrator's Manual*
- Mathematics and reading test booklets
- Answer documents (Note: each student should use only a single answer document to complete the mathematics and reading tests.)
- A supply of No. 2 pencils with erasers
- Blank scratch paper

All required materials should be provided at the testing location and collected from each student before they are allowed to leave the room.

Test Security

The following steps must be taken by school district and individual school personnel to safeguard the security of materials required for test administration:

1. Locked, secure storage **must** be provided for all secure test materials, including test booklets and completed answer documents.
2. The locked room or file cabinet used for the storage of materials must not be accessible to anyone other than the Principal or School Test Coordinator.
3. Test booklets must not be distributed to those administering the examination until the prescribed date for test administration.
4. Do **NOT** read, review, copy, reproduce, or take notes on test items. **Disclosure of test content is strictly prohibited by state law.**

5. Test booklets must not be copied or reproduced by any means without the prior written authorization of the test publisher and the Nevada Department of Education.
6. Administration of the HSPE Retest examination to a person who is not eligible to take that examination is an unauthorized disclosure of test content. (NRS 389.015)
7. A log identifying the serial numbers of test booklets must be maintained for each transfer of test booklets from one individual to another (including distribution to students).
8. At least one Test Administrator and one proctor should be present at the testing site to adequately supervise testing. A ratio of one class test administrator to not more than 30 students is strongly recommended.
9. At no time should students be left unattended with test materials.
10. All required materials must be provided at the testing location.
11. Additional materials, beyond those specified in test administration instructions, or approved by an IEP committee, must not be provided to students for use during a test administration.
12. The Test Administrator must account for all test materials, including test booklets, student answer documents, and other test materials (including scratch paper) before students are allowed to leave the testing area for any reason.
13. On completion of testing, Test Administrators must return testing materials to the School Test Coordinator in a timely manner and no later than the end of the school day on which the test(s) is/are administered. If testing will take place over a period of more than one day, all testing materials must be returned to the School Test Coordinator at the end of each school day and picked up again in the morning of the next testing day, unless otherwise specified in the administration manual.

Sample School Security Checklist



50 Education Way
Dover, NH 03820

NEVADA Student Assessment Program

School Security CheckList

Ship To:

MP Ship Code:	000000000105291		Date Packed:	
Contract:	Contract Name: Nevada HSPE Retest		Administration:	
County Code:	County Name:	SU Code:	Superintendent Unit Name:	
District Code:	District Name:			
School Code:	School Name:	Grade:	Enrollment:	

Distribution from the School Test Director (STC) to the Test Administrator(s) (TA)

School Test Directors: Each day of testing, the TA must initial the "OUT" column when receiving secure test materials. Each day following testing, the STC must initial the "IN" column when the TA returns the Secure Materials. When the Secured Materials are packaged for return, the STC (or designated person) must initial the "PACKAGED FOR RETURN" column. Comments may be written along the margins.

Description		Qty Shipped	
Mathematics Test Booklets		3	
Booklet Numbers	Test Administrator	DAY 1 OUT TA	DAY 1 IN STC
30571			
30570			
30569			
Description		Qty Shipped	
Reading Test Booklets		3	
Booklet Numbers	Test Administrator	DAY 1 OUT TA	DAY 1 IN STC
27437			
27436			
27435			

Sequentially ordered test books within class-packs, separated by content area

I verify that all materials have been returned and that test security procedures have been followed.




Principal's Signature

Date

MP Ship Code: 000000000105291

Page: 1

Sample Test Book Cover

	<table border="1"><tr><td>Student Name (Please Print)</td></tr><tr><td>School</td></tr><tr><td>District</td></tr></table>	Student Name (Please Print)	School	District	<div>GRADE H Mathematics</div> <div>Nevada</div>
Student Name (Please Print)					
School					
District					
<h1>HIGH SCHOOL PROFICIENCY EXAM</h1>					
					
<div>Form</div>					
<p>All rights reserved. No part of the contents of this examination may be reproduced or disclosed without the written permission of the Nevada Department of Education under penalty of law (NRS 389.015 and NAC 389).</p>					
 2105050450	50450				
Unique Variable Barcode	Last 5 digits of the variable barcode that appear in sequential order on the School Security Checklist.				

Instructions for Students to Code Name and Demographic Information on Answer Document

Instructions for Test Administrator

These instructions are for those students who DO NOT have a Student Pre-ID Label affixed to their answer document.

Make sure that all students are seated and quiet, with desks clear of all materials except for their No. 2 pencils.

Students must write or code their demographic information on their answer document by hand. The demographic information that students provide includes their name, gender, birth date, race/ethnicity, school district number, school number, grade, and student number.

All demographic information must be coded left-hand justified with any unused boxes/spaces left empty or blank.

Write the state assigned DISTRICT NUMBER code and state assigned SCHOOL NUMBER code in an area visible to all students. For Clark County ONLY, also write the REGION NUMBER.

Hand-out the answer documents.

Read Aloud Instructions to Students

DO NOT make any marks on your answer document until you are told to do so. If you have any questions as we go through the coding instructions, raise your hand.

On your answer document, locate STUDENT NAME and print in the boxes your LAST NAME, FIRST NAME, and MIDDLE INITIAL (MI) and fill in the bubbles.

If there are not enough boxes, print only as many letters as there are boxes.

If your last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, fill in your name without using that character. For example, if your last name is "O'Connor," fill in and bubble "OCONNOR" on the answer document. If your last name is "Smith-Jones," enter the name as "SMITHJONES."

Next, locate BIRTH DATE. For your birth date, fill in the bubble for the month and print in the boxes the day and the year and fill in the bubbles.

Locate GENDER and fill in the bubble for whether you are a female or a male.

Next locate RACE/ETHnicity.

If you are AMERICAN INDIAN or ALASKAN NATIVE, fill in the bubble with the letter "I".

If you are ASIAN or PACIFIC ISLANDER, fill in the bubble with the letter "A".

If you are HISPANIC, fill in the bubble with the letter "H".

If you are BLACK, NOT OF HISPANIC ORIGIN, fill in the bubble with the letter "B".

OR

If you are CAUCASIAN (White), NOT OF HISPANIC ORIGIN, fill in the bubble with the letter "C".

Next, locate DISTRICT NUMBER and SCHOOL NUMBER and print the numbers in the boxes and fill in the bubbles. The district number is ____ and school number is ____.

Locate GRADE and fill in the bubble next to your grade, indicate whether you are in Grade 11, Grade 12, or an Adult Education Program.

Locate STUDENT NUMBER and print your number in the boxes and fill in the bubble.

Instructions for Test Administrator

Answer any questions the students may have.

Check to make sure that each student has filled in the bubbles correctly.

For RACE/ETHnicity, if a student is a member of two or more groups, instruct the student to fill in the bubble for the one group with which they most closely identify.

GO TO "Instructions for Students to print Name on Test Booklet and code Test Booklet Version Number on Answer Document."

Sample HSPE Retest Answer Document

2007-2008
RETEST



PLACE LABEL HERE

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION ANSWER DOCUMENT

STUDENTS without a STUDENT-ID LABEL must complete DEMOGRAPHIC INFORMATION.

COMPLETELY FILL-IN THE BUBBLE

USE NO.2 PENCIL ONLY

GENDER
☐ Female
☐ Male

GRADE
☐ 12
☐ Adult

RACE/ETH
☐ 1
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9

BIRTH DATE
 MONTH ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
 DAY ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
 YEAR ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

SCHOOL NUMBER
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

STUDENT NUMBER
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

STUDENT NAME
 LAST NAME FIRST NAME MI
☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K ☐ L ☐ M ☐ N ☐ O ☐ P ☐ Q ☐ R ☐ S ☐ T ☐ U ☐ V ☐ W ☐ X ☐ Y ☐ Z

SPC CON
☐ NASAA
☐ Braille
☐ New in Country

YEAR IN SCHOOL
☐ After CD
☐ Before CD

YEAR IN DISTRICT
☐ After CD
☐ Before CD

DNP INV
☐ A ☐ B ☐ C ☐ D

PROGRAMS
☐ IEP
☐ Former IEP
☐ 504
☐ LEP
☐ Former LEP
☐ Exited < 2 yrs
☐ Exited > 2 yrs
☐ Immigrant
☐ F/RL
☐ MG
☐ T1 Target
☐ G/T

SUBTESTS
 Math ☐ A ☐ B ☐ C ☐ D
 Reading ☐ A ☐ B ☐ C ☐ D



1

1234567890

If a label is not provided make sure **all** necessary and required testing information is filled in.

Even if label is provided, the appropriate **programs** and/or **testing conditions** may need to be filled in if applicable

Instructions for Students to print Name on Test Booklet

Instructions for Classroom Test Administrator

Make sure that all students are seated and quiet, with desks clear of all materials except for their No. 2 pencils and answer document.

Ensure that each student has an answer document with either their Student Pre-ID Label affixed or their demographic information filled in by hand.

Distribute the test booklets.

Write the School Name and District Name in an area visible to all students.

Read Aloud Instructions to Students

Do not open your test booklet.

Print your FIRST and LAST NAME on the front cover of your test booklet. Print your SCHOOL NAME and DISTRICT NAME.

Instructions for Test Administrator

Answer any questions the students may have.

Check that each student has printed his/her name, school, and district on the front cover of their test booklet.

GO TO "Instructions to Read Aloud the Test Directions to Students."

Instructions to Read Aloud the Test Directions to Students

Instructions for Test Administrator

These instructions apply to each content area test: Mathematics/Reading.

The test you are about to administer has two parts. Most students should take approximately 60 minutes to complete an individual part.

Make sure that all students are seated and quiet, with desks clear of all materials except for their No. 2 pencils, answer document, test booklet, and permissible test materials.

During testing students may not access personal materials/belongings.

A student is not allowed to use a calculator or any other electronic device on the mathematics test unless specified in the student's IEP. No student should have access to a cell phone, iPod, or pager during testing.

Read Aloud Instructions to Students

Clear all materials from your desk, except for those provided for the test.

At **NO** time are you allowed to use personal materials or belongings during the test.

You may not use a calculator unless you have an IEP Accommodation that allows it. No cell phones, iPods, or pagers are allowed at any time.

Do not open your test booklet until you are told to do so. The test is divided into two parts. You will have plenty of time to complete each part of the test.

Instructions for Test Administrator

Answer any questions the students may have.

Read Aloud Instructions to Students

Open your test booklet to the page with the Test Directions.

Listen carefully as I read the directions for the test.

This test booklet contains questions for you to answer. Do not mark or write your answers in the test booklet. Mark or write your answers on the answer document. Use a No. 2 pencil to fill in the appropriate bubble to record your answers.

The questions in the test booklet are all multiple-choice.

Multiple-Choice: For each question you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one right answer. After you have chosen the correct answer to a question, find the question number on your answer document and completely fill in the bubble for the answer you chose. Be sure the question number on the answer document matches the question number in the test booklet.

If you decide to change an answer to a question, erase the wrong mark completely before filling in the bubble of the new answer. Be sure you have only one answer marked for each question. If two bubbles are filled in for the same question, that question will be scored as incorrect.

If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the bubble for the question on your answer document.

You may make notes in your test booklet, but you must mark or write your final answer on your answer document. Do not make any stray or unnecessary marks on your answer document.

Let's work through a sample question together to be sure that you understand the directions and how to fill in a bubble.

Read the Sample Question on Page 1 of the Test Booklet, then locate Sample A in your Answer Document and fill in the bubble for the answer that you choose.

Sample Question: What is the capital of Nevada?
Correct Answer: B Carson City

Instructions for Test Administrator

Answer any questions the students may have.

GO TO either "Instructions for Administering the Test with a monitored rest-break given as a group between parts of the test" or "Instructions for Administering the Test with a monitored rest-break given on an individual and as needed basis during the test."

Instructions for Administering the Test with a monitored rest break given as a group between parts of the test

Instructions for Test Administrator

There are two parts to each content area test.

Follow these instructions when the content area test is being administered with a monitored rest-break given to students as a group between parts.

A monitored break is a break in which students are not allowed to discuss the test.

Read Aloud Instructions to Students

In your test booklet, turn the page to **Part 1**.

For **Part 1**, the school has scheduled approximately 60 minutes during which your progress will be monitored. You will be told when the regular testing period is about to end. At the end of **Part 1**, you stop at the STOP sign.

As long as you are working productively, you will be given time to finish the test.

If you finish **Part 1** early, you may go back and check your answers in this part only. DO NOT go on to **Part 2**.

If you notice anything wrong with your test booklet during the test, please raise your hand.

You are allowed to take a monitored break if need be during the test.

You may now start **Part 1** of the test.

The scheduled testing period is about to end.

The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish this part of the test, raise your hand. Those of you who need more time will (insert school plan here).

Instructions for Test Administrator

Consult your school's written plan to determine how to handle a student who needs/requests additional time to complete this part of the test. Let those students know what they will be doing and direct them to do it.

Since **Part 2** of the test is to be taken immediately following this testing period, allow the students a minimum 10-minute monitored break before continuing.

Read Aloud Instructions to Students

For **Part 2**, the scheduled testing period is 60 minutes.

As long you are working productively, you will be given time to finish the test.

If you finish **Part 2** early, you may go back and check your answers in this part only. DO NOT go back to **Part 1**.

If you notice anything wrong with your test booklet during the test, please raise your hand.

If you complete **Part 2**, have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

You may now start **Part 2** of the test.

The scheduled testing period is about to end.

The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish this part of the test, raise your hand. Those of you who need more time will (insert school plan here).

Instructions for Test Administrator

Do not excuse students who need additional time.

Students, including students testing with accommodations, may not return to a part of the test once they have had an unsupervised break.

Consult your school's written plan to determine how to handle a student who needs/requests additional time to complete the test. Let those students know what they will be doing and direct them to do it.

Read Aloud Instructions to Students

For those of you who have now finished taking the test, please look over your answer document to be sure of the following:

- There are no stray pencil marks on the answer document.
 - All bubbles are filled in completely and sufficiently darkened in pencil.
 - All erasures are complete.
 - All sections have been bubbled appropriately (if applicable).
-

Instructions for Test Administrator

Immediately following the end of the scheduled testing period for the content area test, collect all answer documents, test booklets, and scratch paper from the students who are finished.

Make sure the correct version number has been filled in on each student's answer document.

If you have completed testing for the day return all testing materials to your School Test Coordinator.

If you are completely finished with testing of all content areas, GO TO "Instructions for a Final Check of Answer Document Coding."

Instructions for Administering the Test with a monitored rest-break given on an individual, as needed basis

Instructions for Test Administrator

There are two parts to each content area test.

Follow these instructions when the content area test is being administered with a monitored rest-break given to students on an individual and as needed basis during the test.

A monitored break is a break in which students are not allowed to discuss the test.

Read Aloud Instructions to Students

In your test booklet, turn the page to **Part 1**. **Part 2** will follow.

When you finish **Part 1**, proceed on to **Part 2**, and when you finish **Part 2**, stop at the STOP sign.

The school has scheduled approximately 120 minutes during which your progress will be monitored. You will be told when the regular testing period is about to end.

As long as you are working productively, you will be given time to finish the test.

If you notice anything wrong with your test booklet, please raise your hand.

You are allowed to take a monitored break if need be during the test.

If you finish early, you may go back and check your answers.

If both **Part 1** and **Part 2** are complete and you have checked over your work and would like to read, raise your hand and I will collect your test materials. After I have collected your test materials, you may read any materials you have brought with you, but you may not talk or disturb others.

You may now start.

The scheduled testing period is about to end.

The testing period has now ended. Please put your pencil down. Place your answer document inside your test booklet and close your test booklet. If you need more time to finish the test, raise your hand. Those of you who need more time will (insert school plan here).

Instructions for Test Administrator

Do not excuse students who need additional time.

Students, including students testing with accommodations, may not return to a part of the test once they have had an unsupervised break.

Consult your school's written plan to determine how to handle a student who needs/requests additional time to complete the test. Let those students know what they will be doing and direct them to do it.

Read Aloud Instructions to Students

For those of you who have now finished taking the test, please look over your answer document to be sure of the following:

- There are no stray pencil marks on the answer document.
 - All bubbles are filled in completely and sufficiently darkened in pencil.
 - All erasures are complete.
 - All sections have been bubbled appropriately (if applicable).
-

Instructions for Test Administrator

Immediately following the end of the scheduled testing period for the content area test, collect all answer documents, test booklets, and scratch paper from the students who are finished.

Make sure the correct version number has been filled in on each student's answer document.

If you have completed testing for the day return all testing materials to your School Test Coordinator.

If you are completely finished with testing of all content areas, GO TO "Instructions for a Final Check of Answer Document Coding."

Instructions for a Final Check of Answer Document Coding

Instructions for Test Administrator

Ensure that each student's answer document is complete and accurate.

Errors in coding the student demographic information on the answer documents may result in inaccurate reports or delays in reporting test results.

Contact your School Test Coordinator for questions regarding coding of student demographic information.

For those students who DO NOT have a Student Pre-ID Label affixed to their answer document, check the following demographic information:

STUDENT NAME
BIRTH DATE
GENDER
RACE/ETHNICITY
DISTRICT NUMBER and SCHOOL NUMBER
GRADE

For each student, code the following demographic information:

STUDENT NUMBER
YIS (Years in School) and YID (Years in District)

As applicable to each student, code the following information:

PROGRAMS
TC (Testing Conditions)
DNP (Did Not Participate)
INV (Invalidation)
SPC CON (Special Considerations)

For those students who have a Student Pre-ID Label affixed to their answer document, and as applicable to the student, only code the TC (Testing Conditions), DNP (Did Not Participate), and SPC CON (Special Considerations).

Note: For students with a Student Pre-ID Label, it is necessary to fill in the NASAA and/or the Braille bubble in the SPC CON box. It is NOT necessary to fill in the New in Country (NIC) bubble. The NIC bubble is already pre-coded.

Do not fill in the INV (Invalidation) or DNP (Did Not Participate) bubbles for NAASA Students.

For a student who has a Student Pre-ID Label affixed to their answer document, and has a change in their demographic information, his/her original Student Pre-ID Label will still be used, unless the SCHOOL NUMBER on the label is incorrect. When the state-assigned SCHOOL NUMBER code is inaccurate, a new answer document must be created and all appropriate student demographic information must be filled in accurately and completely. If any other information is incorrect, it is not necessary to complete a new answer document.

For a student who is absent or does not test for any other reason, the answer document must be coded appropriately using the DNP (Did Not Participate) code. DO NOT use the DNP code if the student completes a portion of the test but does not finish.

Terms and Definitions

Refer to the following Coding Terms and Definitions to check and code, if necessary, a student's demographic information.

STUDENT NAME

The student's legal first and last names with the middle initial must be used on the answer document. No nicknames or shortened versions of the legal name may be used. There should be no punctuation such as hyphens or apostrophes used in the name fields. For example, if a student's last name is "O'Connor," bubble "OCONNOR" on the answer document. If a student's last name is "Smith-Jones," then "SMITHJONES" will be bubbled on the answer document.

RACE/ETH (Race/Ethnicity)

The instructions require that only ONE group be selected. If the student completes this section and could be considered a member of two or more groups, the student should be instructed to choose the group with which they most closely identify.

Code	Race/Ethnicity
I	American Indian or Alaskan Native: This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition.
A	Asian or Pacific Islander: This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa.
H	Hispanic: This group includes people of Mexican, Puerto Rican, Cuban, Central and South American or other Spanish culture or origin, regardless of race.
B	Black, not of Hispanic origin: This group includes people having origins in any of the Black racial groups of Africa.
C	Caucasian (White), not of Hispanic origin: This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East.

The racial/ethnic group descriptions have been provided by the United States Department of Education.

STUDENT NUMBER

The Student Number is the number assigned to each student by the district.

YIS (Years in School)

Code	Years in School
0	Student who enrolled in the school after count day, or student who initially enrolled before count day but who has not been continuously enrolled from and including count day.
1	Student continuously enrolled in the school from and including count day or before.

YID (Years in District)

Code	Years in District
0	Student who enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day.
1	Student continuously enrolled in the district from and including count day or before.

PROGRAMS

Program	Description
IEP	A student who is identified as having a disability under the Individuals with Disabilities Education Act (IDEA) and is receiving special education and/or related services in accordance with a current Individualized Education Program (IEP). (Note: Gifted and Talented students are not included here.)
Former IEP	A student who was previously identified as a student with a disability under the Individuals with Disabilities Education Act (IDEA) and has exited all special education and/or related services by, (1) eligibility team determining that the student no longer meets eligibility, (2) eligibility team determining that the student no longer requires special education and/or related services, and (3) the student does not have a current Individualized Educational Program (IEP). A former IEP student score is counted as an IEP student for two years after exiting special education programming in accordance with the above.
Exit ≤ 2 years	A former IEP student who has been exited from the IEP less than or equal to two years.
Exit > 2 years	A former IEP student who has been exited from the IEP for more than two years.
504	A student who is protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and who is receiving services in accordance with an accommodations plan.

PROGRAMS (continued)

LEP	A student who has been identified as Limited English Proficient (LEP) student through a home language survey, an initial language proficiency assessment, and has not exited the English as a Second Language (ESL) program.
Former LEP	A student who has exited the English as a Second Language (ESL) program by (1) achieving an overall "proficient" (level 5) score on the English Language Proficiency Assessment (ELPA), (2) achieving a level 4 or 5 on each of the subsections of listening, reading, writing, and comprehension, and (3) achieving "approaches standards" score on the AYP assessment. A Former LEP student score is counted as an LEP student for two years after exiting the program. (Note: this coding should be done only by an ESL Teacher/Specialist.)
Exit ≤ 1 year	A former LEP student who has been exited from the LEP program less than or equal to one year.
Exit > 1 year and ≤ 2 years	A former LEP student who has been exited from the LEP program more than one year but less than or equal to two years –in second year after exiting.
Exit > 2 years	A former LEP student who has been exited from the LEP program for more than 2 years.
Immigrant	An individual (3–21 years of age) enrolled in a school who was not born in the United States and who has not been attending school in the United States for more than three (3) full academic years. (Note: In Nevada, an academic year is from count day to testing day.)
F/RL	A student who qualifies for the Free or Reduced Lunch Program.
MG	A migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.
Title I Target	A student who has been identified for services in a school receiving Title I Targeted Assistance funding. (Note: In Nevada, most Title I students are enrolled in school-wide programs and are not included in this category.)
G/T	A student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

TC (Testing Conditions)

This section applies only to a student with an Individualized education program (IEP), a student with a Section 504 Accommodations Plan (504), or a student identified as Limited English Proficient (LEP) and only if the student tested with accommodations or modifications. See *Procedures for the Nevada Proficiency Examination Program 2007–2008, Students with Special Needs*, for further information.

Code	Testing Conditions
R	Regular Conditions (no accommodations or modifications)
A	Accommodations (IEP, 504, or LEP students)
M	Modifications (IEP students ONLY)

Note: Testing Conditions, if left blank, defaults to Regular Conditions.

DNP (Did Not Participate)

Code	Reason for Non-Participation
A	Absent: Student currently enrolled, but absent during test administration.
O	Other: Student currently enrolled, but did not participate for some other reason.

INV (Invalidation)

Code	Reason for Invalidation
I	Student's test has been invalidated

SPC CON (Special Considerations)

This section will be coded only for those students described by one of these categories.

Code	Explanation
NASAA	Student participated in the state's alternate assessment (Nevada Alternate Scales of Academic Achievement).
Braille	Student used a Braille form of the assessment.
New in Country	An immigrant student identified as LEP who is enrolled in a U.S. school during the current academic year for the first time.

Significant errors in coding demographic information may be treated as a Testing Irregularity and must be reported to the District Test Director who will contact the Test Security Coordinator at the Nevada Department of Education.

**Thank you for your cooperation in this administration
of the HSPE Retest**